DOCUMENT RESUME

ED 099 542 95 CE 002 627

TITLE	Dissemination Process: Exploring Alternatives; A Workshop Report (Region IV Adult Basic Education Staff Development Project, Daytona Beach, Fla., January 7-10, 1974).
INSTITUTION	Southern Regional Education Board, Atlanta, Ga.
SPONS AGENCY	Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C. Div. of Adult Education Programs.
PUB DATE	Jan 74
NOTE	61p.
EDRS PRICE	MF-$0.75 HC-$3.15 PLUS POSTAGE
DESCRIPTORS	*Adult Basic Education; Communication (Thought Transfer); *Guidelines; *Information Dissemination; *Information Systems; Information Theory; *Models; Planning; Workshops

ABSTRACT

The booklet briefly reports on a three-day workshop attended by 27 educational and State representatives from eight participating Southeastern States. The purpose of the workshop was to formulate a working model of efficient dissemination systems designed to: (1) assure that disseminators and trainers are kept up to date with current thinking and literature in adult education; and (2) ensure that teachers and coordinators receive the most recent materials best suited to their needs. The bulk of the document consists of guidelines for the development of a dissemination system: Basic Principles of Communication; Practicing What We Preach (defining the dissemination system model's frame of referents); What Makes It Catch On (factors affecting the success of disseminators); How Can We Inform Them (alternate ways of reaching the target group); Dissemination Model: The Resource System (the user, the resource bank, the field agent, and roles in the system); The Dissemination Model: The Target Product System (with the five components of persuasion, delivery, adaptation, communication and implementation, and evaluation); Evaluating Your Success; and Planning a Dissemination System. A final section discusses results with reference to the model. Workshop related material, references, and an information catalog list are appended. (NH)

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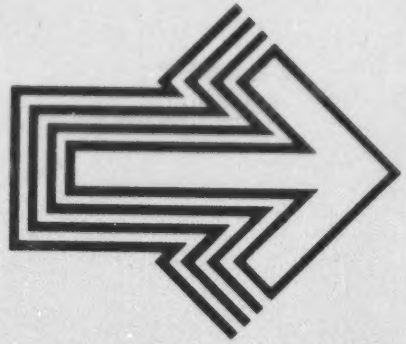

DISSEMINATION PROCESS:

EXPLORING ALTERNATIVES

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A WORKSHOP REPORT

REGION IV
ADULT BASIC EDUCATION
STAFF DEVELOPMENT PROJECT

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Daytona Beach, Florida
January 1974

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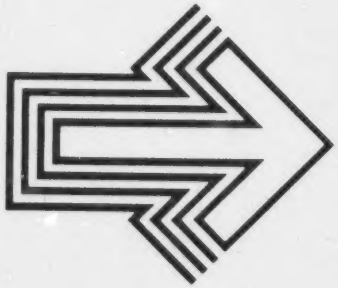

DISSEMINATION PROCESS:

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A WORKSHOP REPORT

REGION IV
ADULT BASIC EDUCATION
STAFF DEVELOPMENT PROJECT

Southern Regional Education Board
130 Sixth Street, N. W.
Atlanta, Georgia 30313

The Region IV Adult Education Staff Development Project conducted a workshop on dissemination in Daytona Beach, January 7-10, 1974 as part of its second phase: the formulation of a working model of an efficient dissemination system for each of the eight participating states in the Southeast.

Three or four representatives from each state (a total of 27) attended the workshop: the staff development specialist from the state department of education, a university faculty member, and a local program staff member on the state's planning committee for staff development (Appendix A).

Three staff members from the Far West Laboratory for Educational Research and Development conducted the workshop: C. L. Hutchins, Richard Bateman, and Nancy McCutchan. Throughout the three days they presented information on t[illegible] facets and complexities of dissemination.

Topics of discussion included:

- principles of communication
- optimal conditions for effective dissemination
- tactics and strategies of dissemination
- alternative models for a dissemination system
- assessment of dissemination efforts

From now on, all left pages such as this one will carry running accounts of the workshop--background, schedules, format, and so on.

On the right-hand pages you will find the concepts and information discussed during the three days as well as our own additions, like definitions and explanations.

Foreword

The Region IV Staff Development Project seeks to incorporate a disseminating capability into the adult education staff development networks which were initiated and established in the eight states of Region IV during a first three-year project, 1969-1972.

A variety of human and institutional resources for staff development exists in Region IV. They are currently working toward a systematized approach to dissemination of materials and information in adult education. Such a system will become a permanent part of each state's staff development program.

The dissemination systems will do two things:

assure that disseminators and trainers are kept up to date with current thinking and literature in adult education

insure that teachers and coordinators receive the most recent materials best suited to their needs

The dissemination workshop of this report was held as one step toward a sophisticated, knowledgeable approach to developing dissemination systems. Participants were selected for their key roles in dissemination activities and for their leadership abilities as members of the state planning committees.

Edward T. Brown, *Director*

Acknowledgment

The project was fortunate to enlist the able assistance of Ms. Chris Abbey, the staff development specialist with the Orange County Adult Education Program in Orlando. Chris arrived at the workshop armed with notebook and pen, tape recorder, and camera. During the three days she took diligent notes and often cornered the consultants and state representatives "after hours" to fill in information gaps and to clarify points made earlier.

Chris' written report, submitted to the project office, formed the framework for this publication. We trust she will smile forgivingly at the editorial license we have taken in setting up the format and filling in here and there with transitional patter.

Shelby L. Johnson, *Associate*

Several weeks prior to the workshop on which this publication is based, a questionnaire developed by workshop consultants was distributed to prospective participants. They indicated dissemination problems and areas of interest. Their responses (Appendix C) showed three problem areas:

1. planning and selecting strategies and techniques for dissemination

2. evaluating the effectiveness of dissemination efforts

3. setting criteria for selection and evaluation of products

The phases of dissemination and utilization posing the greatest difficulty from the participants' viewpoint were:

1. providing training and development required to use a product or program,

2. sponsoring or training of "change agents,"

3. establishing linkage arrangements with educational agencies.

The workshop consultants presented their information within the framework of these problems as perceived by the participants.

The ever-increasing amount of information and materials available in education today demands an efficient and thorough system of inter- and intra-state dissemination.

Workshop participants realized that the direction of dissemination can be vertical from state to local levels and vice versa, or horizontal across administrative levels.

The new perspectives presented in this workshop were to be assimilated into the formulation of a dissemination system for each state, a system workable on all levels and in all directions.

The outcomes of the workshop were to be:

1. a careful analysis by each state team of the conditions affecting their dissemination efforts,

2. assimilation of new information into written state plans for dissemination.

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Marketing research perspectives were used in the workshop as a foundation on which models of dissemination could be constructed. This type of approach is logical when taking the view that education is a "product," with administrators and teachers as "salesmen" and the learner as the "client." Business psychology is applied when the "client" must be persuaded of the need for better education and skills.

The salesman-client analogy can also be applied to the structural administrative levels in state and local projects. In this case the "product" is the new techniques, ideas, information, and educational materials available; the "salesmen" are administrators, university faculty, and trainers; the "clients" are the teachers.

To see how difficult the deceptively simple concept of communication is, workshop participants role-played a communication game using a T-puzzle (see Appendix D). One person in a pair took the "client" role while the other became the "consultant." The participants sat back to back, neither looking at the other, with only the "consultant" speaking. The client was to remain mute. Each was given an envelope containing the various multi-colored parts of the T-puzzle, but only the "consultant" knew the key to the puzzle.

Within ten minutes the consultant was to verbally guide the client in putting the puzzle together. Failing this, the client was allowed to respond verbally and even then did not have an easy task. Those who had not completed the puzzle by this time were allowed to establish eye contact and use whatever means they could to finish the task.

As the experiment progressed, it became increasingly obvious that establishing a common frame of referents, and communicating with or without eye contact, required quite a bit of explanation and continuous feedback.

Basic Principles of Communication

In general, three conditions must exist for communication to occur: first, the participants must be openminded and willing to establish a set of common referents, a vocabulary or language known to both.

Establish a frame of referents

A very often overlooked circumstance but one of greatest importance in dissemination is that there must be frame of referents common to both salesman and client. So many times the salesman, who is thoroughly acquainted with his product, assumes the client to know exactly what he (the salesman) is talking about, and this is simply not the case. As a result, the confused client turns away, turns off, and doesn't come back--a loss for everyone.

Confirm your own understanding of the referents

Second, the consultant must be certain that what he is talking about is being understood. There must be continual confirmation of one's understanding of the referents. We cannot assume that the other person understands simply because we have said something. We need to check and double check.

Be alert to non-verbal clues

Third, both must be receptive to a variety of clues to solve the problem. Clues can be both audio and visual. A timid or hesitant vocal reply would indicate that the client is confused, as would a wrinkled brow or perplexed frown.

These basic principles of communication are important because communication of innovations cannot be effective unless the person to whom we are selling the idea or product understands what we are saying. Understanding requires the salesman and client to be sensitive to both verbal and non-verbal clues.

Practicing What We Preach

Defining Our Frame of Referents

In this publication we will be using several terms that may seem to be quite technical in nature. We have chosen each for one of two reasons: (1) it is a standard term that most of the literature in the field uses, or (2) it is a handy, efficient reference to a group of items.

DISSEMINATION

Dissemination, of course, is what we're all about. So many people in the business of communicating ideas about education use the term facilely and frequently and yet agree only in general on a specific meaning. It is like the word *love*--everyone knows what we're talking about but one universal definition is hard to find. For our purposes here, since we are not debating theory nor developing a treatise on change in education, we will lean on two sources.

From *Calipers*, Southwest Educational Development Laboratory, Austin, 1969:

> Dissemination is the act of dispersing and spreading educational ideas and information.

From *Communication of Innovations* by Everett M. Rogers and F. Floyd Shoemaker, (New York: The Free Press, 1971):

> A few authors restrict use of the term *diffusion* to unplanned communication of new ideas. . .as opposed to the concept of *dissemination*, which they define as planned communication. . .However, we use diffusion and dissemination interchangeably to denote both. . .essentially in a sense synonymous with the communication of new ideas.

Combining the two and remembering our specific focus--education--we get a working definition something like this:

Dissemination is the communication and spread of new educational ideas and information.

INNOVATION

Again, we defer to Rogers and Shoemaker who have put together an extended definition which we find wholly acceptable and useful:

> An *innovation* is an idea, practice, or object perceived as new by an individual. It matters little, so far as human behavior is concerned, whether or not an idea is "objectively" new as measured by the lapse of time since its first use or discovery. It is the perceived or subjective newness of the idea for the individual that determines his reaction to it. If the idea seems new to the individual, it is an innovation.

From this we may infer, and find confirmation elsewhere in the literature, that an innovation may involve a change in behavior, a phenomenon more complex than merely a change in materials. In practice, we generally talk about something tangible but our introducing this something to teachers may effect a series of adaptive practices for them.

PRODUCT

Idealistically, we wish to use the term *product* to refer to educational materials *and* ideas. From experience and usage, however, we know that it is the same as the *object* in our adopted definition of innovation.

Among the products available for dissemination are curriculum materials, teacher training packages, books, films, sets of lessons, and informative brochures. Less tangible things like teaching techniques generally need to be accompanied by a concrete, hang onto item. More abstract notions, like relating to the adult learner and establishing rapport with a group, are even more difficult to disseminate and yet should be considered when we talk of dissemination and change.

A presentation by Larry Hutchins on the first morning of the workshop acquainted participants with some of the factors that influence whether or not a product is easily disseminated.

Following his presentation, the group split up into eight state teams to analyze their own situations in light of Hutchins' discrepancy format.

What Makes It Catch On?

Factors Affecting Our Success as Disseminators

The theory of dissemination and diffusion is so abstract that it is of very little practical use if you're trying to do something about dissemination. I'd like to summarize a few studies just to give you a feeling for what exists in the literature in this field if you aren't already familiar with it. People in the field have tried to look at all of the events, data, and strengths that they have collected and abstract some generalizations. Everett Rogers from Michigan State, whom many may have heard of, has become identified as the conceptual spokesman in the field of dissemination and diffusion.

DIVISIBILITY

Rogers arrived at half a dozen or so explanations as to why innovations do or do not catch on. For example, the degree to which the innovation is divisible seems to be an important factor. What this means is that, if people have to adapt an innovation all at once in its entirety they are very reluctant to try it at all. Innovations that are divisible, that can be tried a little bit at a time, that offer people gradual experience are much more likely to catch on than a large-scale program requiring massive change all at once. A more recent term for this characteristic is trialability, or the degree to which an innovation may be experimented with on a limited basis.

COMMUNICABILITY

Another generalization is that a product is more likely to catch on if its effects can be easily explained or observed. If a program is highly complex and can't be communicated easily and quickly, and if its results are not readily visible, it has less chance of being adopted or used.

Rogers creates generalizations that explain, but he doesn't give much specific help to practitioners. For example, you now know that a product should be divisible or trialable. What does that mean in terms of what you want to do? Recently Ronald Havelock conducted a massive survey of all the literature about educational change in the future. He reviewed the work of a great number of people and came to the same kinds of

conclusions that Rogers had. That is, there was a high level of extraction of reasons for things working or not working, but very few practical suggestions about what we can do. What I have tried to do over the last six years, is to reverse this and to say, "If these are the reasons why they happen, then what must we do about them?" We are still formulating these practical guidelines. There is no magic solution to all of your dissemination problems, but in a case-by-case, incident-by-incident account, we can provide you with many specifics that seem to fit into a general framework.

DISCREPANCY FORMAT

The framework that we are proposing for discussion purposes is what I call a *discrepancy* format. This means that you have a product, a program, a process--something you want people to accept and adopt and use. There are certain conditions that are known to be necessary for people to use that program, product, or process, whatever it is. To the extent that those necessary conditions do not now hold, discrepancies exist. As disseminators, your job is to overcome those discrepancies. If you are going to get people to adopt and use your product, program, or process, you must overcome the discrepancies that exist between the conditions that must be there if the product is to be used and the conditions as they actually exist.

I would like to analyze some of the areas in which discrepancies could exist in adult education. I'm coming to you now from a background of experience in the K-12 range and will try to relate some examples to adult education. One of your own challenges will be to translate the K-12 discrepancy analysis to the adult education field, and you should be thinking about the particular discrepancies in your state that need to be overcome. What conditions do not now exist in your state that should exist if you are to achieve your goals?

Historically, about 25 areas have been found in education in which significant discrepancies prevent the utilization of some kind of new knowledge or product. We will use the term product to mean anything you as disseminators want people to use--including materials, processes, programs, and so on. For several years, we have been trying to uncover the conditions that must exist if target users are to adopt or adapt what we have to

INFORMATION

Tell client what, who, where, and how...briefly

Explain what it is all about, what is involved, how it works

offer them and what we believe they want. Some of the major conditions are in the area of information. Several kinds of information need to be available to the user. The first is at the knowledge or awareness level. Potential users must know that what you have to offer exists! They must know that you and your services or program exist. If they don't, there is no way you are every going to get to them. They must know about you! But the problem goes beyond that. They must also have a great deal of understanding about the product. Just knowing that it exists isn't enough, they must know what it is about. One of the frequent barriers to dissemination is that people have heard about a new program, but they can't tell very many specifics about it. Here you need to keep in mind the communication process, the way other people hear and understand what you are saying. If you are unhappy with their understanding, it is your fault, not theirs. This means you didn't explain it very well. You must be able to make your main point within four minutes. One problem with educators is that we talk too much. We don't listen to ourselves to discover whether what we are saying makes sense or not.

Offer direct experience with guidance; familiarize client thoroughly through trial use

More recently we have begun to realize that, in addition to knowledge and understanding, a user must have direct experience with the product before he decides whether or not to adapt it. Can you think of ways to get teachers directly involved in a couple of minutes, or three, or four, or five minutes--or in a half hour? Can you arrange for them to go through some kind of sample process? One of the keys to the success of a mini-course is that the skills can be experienced very quickly. Once you have experienced something, you can understand it better. If you are to successfully "sell" your materials, you must get teachers involved in some kind of experience or trial use. That is why a product that is divisible lends itself to effective dissemination. Teachers are able to try it out in some small way, and it is this experience that counts. Dissemination people most readily understand that intended users require information and most of our tactics are oriented thus. But there are other concerns.

VALUES

Consider your competition

A second condition that must exist for effective dissemination is that your clients must value what you have to offer. The product must be placed somewhere in their value structure Value also relates to the competition. Ideally, your clients should know all the alternatives that exist and what the competition is, but you as salesmen, must convince them

that your product has higher value for them. The skill that you as disseminators must develop is to let them see what value your product has in relation to the competition. But you should not say so much that you confuse them or reveal items of greater value. We shouldn't be deceived in thinking that we have the only thing going. Although from a certain perspective it may be a unique product, there are many other uses that our intended users can find for their time and money. Your competition is whatever those other uses are. Available alternatives are much more diffuse and much different. So the competition is really what else they could do with their money and time and interest, rather than what other products are like yours.

Relate product to client's needs

Make yourself credible; who you are counts; your client's estimation of you influences his willingness to listen to you

Value is structured also in relationship to their needs. We do not value what we feel we do not need. The credibility of the source of information seems to be more important than many of us think it is. Who you are, as individuals and as institutions, has a lot to do whether teachers will come to you and respect and value what you have to offer. There is evidence of a correlation between what teachers or clients think of you as a person or institutions and what they think about the product you are disseminating. Your image is extremely important. They must value you as a source of materials.

PERSONAL INCENTIVES: POSITIVE

Show advantages in your product to increase receptiveness

Show increased status or prestige, more money or credits

Build on altruistic rewards

A third condition that must exist is that clients or institutions have an incentive to want to use your product. There are positive individual incentives, including such things as status, prestige, money, credential and credits. In almost every case of a new product or program being adopted, the person finds something in it for him. You must ask yourself: what is it that I am offering to these teachers? What is it that I have to offer as an incentive to use this product? You can also reverse the process and analyze strategies for overcoming negative incentives, such as not providing status for people in adult education, lack of university credit, etc. Fundamentally, what our peers think of us is our status in the department. Status and prestige are two of the most important incentives that you need to consider in disseminating your products. Then, too, we cannot overlook positive incentives of people who want to do something for the sake of the learners; some teachers get a personal satisfaction from this. The value of this is not to be underestimated. In

developing products and programs, you can include tactics that give teachers a feeling of success. You can build reinforcement mechanisms that provide the teacher with a sense of altruism.

PERSONAL INCENTIVES: NEGATIVE

We also must consider the existence of negative psychological incentives. Some negative incentives are categorized as risks. What is the risk if teachers adopt your product? What could go wrong? So often people do not adopt an educational innovation because of the dire consequences if it doesn't work out. If they commit themselves and then it doesn't work, someone will have to pay penalties. This fear or hesitancy reduces the likelihood of their adopting the innovation. One way to reduce this kind of risk to your client is to build reversibility into your product. Provide them some way to get out gracefully if they don't like it. They are more likely to adopt and continue to use it when they see an open road for retreat than when they see a risk or feel threatened. Another kind of negative incentive lies in the possibility of disrupting their habits. Most people don't want to change familiar habits and patterns. How have you increased the likelihood that you will not disrupt their habits? Many times innovations tend to be disruptive when they needn't have been. Disseminators and developers could have thought of another way to achieve the same effect without disrupting habits and thereby causing resistance. The more similar a product is to what teachers are now using, the more likely it is to be adopted. Also, the more you can reduce the kind of exciting glamour that appeals to you, the more likely teachers are to accept the product. Don't let fads, like media, get out of hand or get in your way.

Consider possible risks and bad consequences

Provide an escape clause

Avoid breaking habit patterns

Relate innovation to familiar materials or behavior

Avoid disabling fads

INSTITUTIONAL INCENTIVES

There are also incentives relative to institutions. Institutions don't have consciences, values, or motives. They have procedures, rules, and goals, like earning money. A disseminator cannot attribute to institutions the same kind of framework that he can to individuals. When you are planning innovative changes, think about the incentives you are offering the institutions. An expanded sphere of control is a very positive incentive for institutions. Are there tactics you can use in which everybody can win? If there isn't some advantage for every institution or every individual you will increase the likelihood that the product is going to

Enlarge the area of control

Show a possible profit

meet with resistance. Profit is also a positive incentive. For example, universities appreciate the income generated by their programs. Will your product or new program pay its own way? If not, it isn't going to go anywhere. What are some of the incentives that you can build into your program to create financial profit, at least in the sense of breaking even, for the institutions you want to involve. We must never underestimate the profit motive for either institutions or individuals.

Retain existing balance of power or prepare for repercussions

Another key element in institutional incentives is balance of power. In proposing or implementing an innovation, don't disrupt the balance of power. If the state department or the universities have continually held control over a certain area, you should try not to shift that power. A school district that is threatened is undergoing a change in the balance of power. Are some of the innovations and changes you want to make shifting some balance of power? If so, what tactics can you use either to not do that (because the less you rock the boat, the more likely your innovation is to be accepted), or at least to make the shift of power palatable.

Consider the value of authority

Incentives can be legal or regulatory in nature. Florida is one of the states that will eventually, by regulatory and/or legal means, mandate competency-based training. You'd be surprised at how authority works as an incentive for change. You may have a product that you sincerely feel will improve the quality of your adult education program. Think of the incentives which you can offer to people by getting this program mandated through some kind of legal or administrative regulatory vehicle. Think about what would happen if all state department apparatus were geared to competency-based education. We cannot underestimate the power that laws and/or regulations can have as incentives for change.

Manipulate political or group pressures to work in your favor

There are also kinds of political incentives. From the point of view of the average school person, the current movement to involve the community and consultant groups in education is a very threatening situation to most administrative structures. They don't have mechanisms to [illegible] the situation, and from their point of view it gets out of control. Many schools in the West are moving toward heavy decentralization, even in smaller cities where the power is shifting from the central office to the principal and teachers. Obviously the change is occurring through political influences outside of the power structure. We tend to underestimate the

utility for change (or the negative aspects, depending on your viewpoint) of political incentives for pressure groups outside the establishment. Relating this to your own situation, teachers as a group can be a powerful political force for needed changes in regulations and standard procedures.

Understand how cost relates to desirability

Certainly, we cannot forget economic incentives. Lower cost is attractive, but we must be careful. About ten years ago we sold educational television on the grounds that it was going to reduce cost. It didn't work, and those of us who used that argument found that it backfired. When users discovered that ETV actually increased cost, our credibility was lost. Ironically enough, this incentive has a reverse: higher cost. We find schools, in California and elsewhere, who judge an innovation on the basis of its expense. These are predominantly rich suburban schools who gain their prestige, both institutional and individual, from the amount of money put into a program. The more expensive your product, the more likely they are to use it. The problem of cost also has another interesting aspect. There seem to be certain kinds of discretionary levels of cost. Who makes the decision to adopt a product? What is the level of his discretionary control over money? You must relate the price to the decision maker's level of discretion. Exactly who this person is will differ from one situation to another, depending on how school budgets are allocated.

Know who will make the final decision whether or not to use your product

COMMITMENT

In reviewing the conditions that should exist if you want your dissemination efforts to be successful, you must always remember the value of commitment. You need to think about tactics or strategies that would involve formal commitments by institutions or personal commitments by individuals. A simple letter of agreement from the decision-maker helps to keep the adopter at least for the period of time agreed on.

Get personal or institutional commitment to use your product

PRODUCT ACCESSIBILITY

Then, too, the intended user must have access to the product. Are you disseminating a product that is available and exists? This is not as facetious as it seems. Some of the people here have said they are trying to stay away from actual products. They want to talk about processes, activities, and ideas. Evidence suggests that, unless many of the key elements of the process are committed to some kind of usable product form, the process will never be used. Take, for example, the concept of team teaching. This is a concept, not a product. In practice it never really caught on in this

Always work with something tangible

country, but it stimulated a lot of talk. One of my contentions is that the concept had no physical manifestation that people could get their hands on. Take the concept of competency-based instruction. If you are considering an innovation that can be sold on the competency basis of teacher training, are you including a tangible product that will enable them to do their jobs better? There are strategies you could use to make their work easier. Literature to date suggests that your dissemination efforts will fail unless you translate the innovation, even if it's a process, into some form that users can physically handle and take away with them.

Be sure your product is available to interested clients

Another factor related to access of a product is its availability. Many people have created an innovation that has succeeded in one school or area, but it isn't available elsewhere. Think of the ways you may be creating barriers to the use of your product by making it so unique or complicated that it can't be exported. It is surprising how the mechanics of getting things from one location to another can be a stumbling block. You must plan for and overcome delivery problems.

Be sure it is exportable or deliverable

FEASIBLE FORM

The form of your product must be practical and feasible. The more elaborately contrived in terms of media, the more likely it is never to be used. For example, elaborate combinations of film, slides, and cassette tapes don't spread easily. From experience, the consistent story is that if users can get their hands on the product with no effort at all, they are more likely to use it. Your objective is to develop or select products that reduce to the very lowest degree any contrivances that may stand in the way of their being used.

Choose or develop simple and uncomplicated products

The conceptual approach of your materials must be acceptable to the intended users. As an example, much of the resistance you will find to competency-based education can be traced back to the tug of war in education today between the behaviorists and the non-behaviorists. Programed instruction materials is another illustration of the importance of conceptual acceptability. Some people were turned off long ago by teaching machines, and consequently, now have the same reaction to anything that looks like a self-contained package. You need to be alert to those kinds of difficulties.

Choose or develop products compatible with philosophy of intended user

DESIRABLE FORMAT

Choose products which existing situation can accommodate

Another condition which you should keep in mind is that the format of the materials you are disseminating should be desirable to the teachers. Whether you have a complete package or a replacement of what they are now using, the format must suit the way they are accustomed to doing things. Are you promoting a supplement? or a vertical or horizontal program? Is it a complete replacement through a series of courses, or is it a replacement at some particular level? In some schools and institutions you will have more success with one than another. Administrative arrangements are a kind of format concern. For example, open education, if practiced the way its proponents would have you practice it, requires the principal to change his role to that of a master teacher. Open education is having difficulty catching on because no one has helped the principal carry out the rest of his administrative responsibilities.

COST

Be aware of indirect as well as direct cost

A very real influence on our success as disseminators is money. Our intended users need money in order to try something out. They need initial start-up money. They need fixed operating money, variable operating money, money for training teachers, money for hiring staff, money for installation. When you are selecting or developing a product, you need to consider all of these costs.

STAFF

Analyze current training and skills of staff

Another condition of successful dissemination is the availability of staff. Are there trained people available who can do the work that you need done? What skills are necessary? Your teachers may not have the skills necessary to implement the innovation, and you will need to arrange for training. The attitudes of staff are critical to the acceptance of an innovation. If some teachers are not really turned on to adult education, they may have a negative attitude about your product. So you must do all you can to create the kind of situation that will foster positive attitudes.

TIME

Be realistic about time factors, such as release time for training, time for making a decision

Time is a condition that affects dissemination as well as every other area of our lives. Time is a factor that has to be overcome in many ways. As you know too well, it is hard to get release time for teachers to go to conferences and training sessions. You must allow yourself time to train teachers well in the use of your product. And you must realize that people need time to mull over the idea of an innovation, the possibility of changing behavior patterns. Allow them time to adopt your product.

MAINTENANCE SUPPORT

Provide follow-up assistance when client is using product

Show interest in problems and successes

Another condition for effective dissemination is providing maintenance support. We know now that, although people may adopt a new innovation, they frequently abandon it within a year. The only way to sustain use is some kind of maintenance support program. The Center which is disseminating the multi-unit school concept calls each principal once a month to talk and to reinforce, and it makes all the difference in the world in keeping that program vital. After your teachers have adopted something, are you reinforcing them enough? Does your plan have tactics and strategies built in it for reinforcement? Maintenance support also requires leadership. Have you included mechanisms for creating the leadership that will be necessary if your program is to be used? Are you really following up on places that claim to be using your program to see if everything is going all right? You may be surprised to learn that in many cases the teachers are no longer using the materials because they have encountered some difficulty and you weren't there to explain or help them get around the problem.

FACILITIES

Make use of existing facilities

The last condition for dissemination is so obvious that it needs little explanation, yet it is a factor that can't be overlooked. Your program or product should not involve facilities or physical accommodations that are not available. You are less likely to sell your products or materials if a teacher needs to make special arrangements for their use.

A simple chart like this one can give you a quick view of what may go wrong (and right) with the program or product you intend to disseminate. Obvious areas of weakness can be assessed ahead of time and negative conditions corrected and strengthened.

If you have already disseminated a product, a step-by-step analysis of the conditions will help you pinpoint areas that contributed to or inhibited your success.

Use a rating scale of 1 to 4, with 1 being the least acceptable (or negative) rating and 4 being the most acceptable (or positive).

As an example: Suppose you have just finished making detailed plans for distributing a new handbook for teachers developed by a team of professionals in your state. Consider your handbook and its plans for distribution in light of the present conditions as you know them.

Here are some kinds of questions you need to ask:

1. Do the plans include making all teachers aware of the existence of this new handbook? (Rate completeness of plans on 1 to 4 scale.)

2. Will teachers have a chance to get direct hands-on experience with the handbook as part of the information process? (Again, 1 to 4.)

3. What kinds of incentives will teachers have to use the new handbook?

4. Is the book itself available? easily delivered? easy to use? compatible with current practice?

After you have analyzed all of the listed conditions, you should be able to spot readily those areas which may need more attention.

ANALYSIS OF FACTORS AFFECTING DISSEMINATION

Programs or Products To Be Disseminated

Conditions	A	B	C	D	E	F	G	H	I	J
Information										
Awareness										
Understanding										
Experience										
Value										
Competition										
Needs										
Credibility of Source										
Incentives										
Personal-Positive										
Personal-Negative										
Institutional										
Legal										
Political										
Economic										
Commitment										
Product Accessibility										
Tangible Form										
Availability										
Deliverability										
Form										
Media Acceptance										
Conceptual Accep.										
Format										
Money										
Staff										
Training										
Attitudes										
Maintenance Support										
Facilities										

Rate 1 to 4: 1=least attention given; 4=maximum conditions

Richard Bateman and Nancy McCutchan discussed with participants the various media channels open to them for communication of innovations.

How Can We Inform Them?

Alternate Ways to Reach Your Target Group

The process of communication among those involved in dissemination falls into two categories: one-way and two-way communication. They are not mutually exclusive, and disseminators can use combinations of them quite effectively. Your choice of avenues depends on your immediate purpose. Is it to make teachers aware of a product? To give them enough information for deciding whether or not to try it out? To persuade them that it is good? Or do you want to train them thoroughly in the use of the materials?

ONE-WAY COMMUNICATION

All forms of one-way communication are heavily relied upon as ways of disseminating information, but the key drawback is that there is no real personal contact or interaction between the sender and receiver. The target individual is more or less left on his own to accept or reject the information. You as a disseminator put together a package of information tailored to a particular area of interest and send it to a target group who is unable to respond or interact with you. You can effect very little change in values or attitudes with these procedures.

A cost analysis of one-way techniques would show a very poor efficiency rate in relation to the cost. In general, most money spent in education on this type of dissemination can be better applied to setting up two-way interactions. In deciding whether or not to use any of the one-way techniques, you must carefully analyze what you expect to happen as a result of this communication, realizing that one-way communication works best in making people aware of your product, in bringing it to their attention.

Printed media

Written materials are the easiest and fastest way of physically dispersing and making information on products available to a large number of people. Printed media take the forms of newsletters, mass mailing of letters, news releases, brochures, and written reports. Some of the techniques that can be used here to catch the attention of the recipient are using a shocking color envelope, eye-catching advertisements, a logo, and a canceled

stamp rather than a bulk printed stamp (the latter is linked with mass mailings and third-class advertisements). Some research done in business has shown that 80% of direct mail is opened by a wife or secretary. Therefore, your chances of getting your message to the intended person increase if the envelope is designed to appeal to a woman.

One caution: Merely making information available does not mean that the product will be adopted or even noticed. Written announcements or releases offer very little reinforcement or persuasion and may be easily overlooked or completely disregarded. They should not be considered the main avenue of dissemination if adoption or usage is what you're after.

Oral presentations

Lectures, speeches, and symposia are more effective than written media since they are more individualized and of a more personal nature. Sending tape recordings to specific individuals is also somewhat effective since people can listen at their leisure.

Television and radio

Television and radio can be used well for two purposes: first, for information dissemination through news coverage, spot ads, and documentaries that focus on innovations in the field; and second, for teacher training through educational programs and closed circuit playback of videotapes. Since these media are so widely accepted, they are worth using.

Films and multimedia

Often 8 mm. loops and 16 mm. films can be used effectively in promotional, testimonial, or demonstration-training capacities. However, you need to carefully balance the cost of producing film against its expected value for dissemination purposes. With multimedia (the combination of audio and visual input), however, you must be careful to keep a low level of complexity or you will have problems. The more complicated the set up is, the harder it will be to disseminate.

Live demonstrations

Using field sites and "traveling institutes" to demonstrate techniques and innovations to the target audience can be effective, usually in combination with other communication techniques.

Information systems

Information retrieval systems can disperse information on request but have very limited use from our viewpoint as disseminators in that a teacher must have ready access to the system and must know how to follow up on available information.

TWO-WAY COMMUNICATION

Two-way communication allows conversation, feedback, and clarification. As pointed out earlier, establishing a frame of referents and being alert to visual and audio cues allow for much faster and better understanding between you and your "client." The three categories of two-way communication are based on the number of people involved.

Dyadic exchange

The very personal one-to-one conversation in the form of telephone calls and personal visits is the most effective type of communication. Once you have "sold" your product, the client, or teacher, can carry the information to his peers and help you in the dissemination process. Two techniques have been very effective in linking communications. One is the establishment of a "hot-line" from the staff in the field to someone with access to an information bank. This person then searches for information on innovations applicable to the specific situation and relays it back to the requester, either by phone, mail, or a personal visit.

A second effective one-to-one kind of communication rests with a field agent, someone based geographically close to the teachers, for example, an area supervisor or a university faculty member. A field agent's tasks may vary, depending on his location and purpose. Sometimes he is an information specialist who knows how to find materials and how to help teachers find more information. Sometimes he is more of a change specialist who is familiar with innovations and can visit a program or teacher to help with implementation.

Small groups

A great amount of successful dissemination can occur through interactive training, advisory committees, conference calls, seminars, and peer interaction. The personal interest is still evident in this type of contact.

There is, however, statistical data indicating that a workshop or seminar administered to or "laid on" a group of teachers results in little actual change. . .unless some kind of follow-up interactions occurs immediately after the workshop.

Large groups

At this point you lose some effectiveness. Professional meetings, consortia, workshops, and television with callback are some large group dissemination techniques. However, as with workshops, a hands-on experience with a follow-up is necessary to increase the possibility of a product's use. At all meetings there must be clear-cut goals and objectives. Using peers as a means of teaching new methods has a high acceptability rate by teachers.

Two-way communication as a dissemination technique proves to be the most effective and thorough method for bringing about change and acceptance of innovations. It is time-consuming, however, and a critical look at the advantages of both one-way and two-way communication methods can result in a more efficient dissemination system. You may make the best use of methods in both categories.

On Wednesday morning, workshop participants discussed working models of two kinds of dissemination techniques that in the past have had some degree of success. One was referred to as the "Resource System" and the other as the "Target Product System." Major characteristics of each were presented, and the group then subdivided to form two smaller discussion groups according to the system which seemed more appropriate to their current activities. Florida, Georgia, Mississippi, and Tennessee found the "Resource System," presented by Nancy McCutchan, to be relevant to their needs, while Alabama, Kentucky, North Carolina, and South Carolina thought the "Target Product System," presented by Larry Hutchins, more appropriate for them. Some states split their delegation and sent participants to both small group-sessions.

Dissemination Model: The Resource System

THREE COMPONENTS

This is a person-to-person model based on a sizable information bank. The model itself is quite simple, having only three components: the user, the resource bank, and an intermediary between them such as a field agent.

The user

The user, in our case, is the professional adult educator--the teacher, the program director, the state department staff member, and at times the university professor. The dissemination system operates as a link between these people and the source of information (or materials).

The resource bank

The second component is the resource bank itself. The bank includes products and materials as well as information. A product can be almost anything that could be implemented in the field. In order to enter the bank, the product must be properly identified, selected, classified, screened, and evaluated. Items that are necessary to maintain in the bank are the following:

1. Basic reference books in education, such as the *Dictionary of Education* and the *Digest of Statistics*, to be used mostly by the field agent.

2. Indexes and abstracts of published materials in education and a variety of bibliographic information. Up-to-date guides are needed of innovations, media, and products. Also useful are guides to human and institutional resources which can be kept as files, listing name, subject matter, specialty, and other specific information about the resource.

3. Actual products and materials like cassettes, films, books, brochures, and multimedia packages.

4. Alliance with professional information retrieval services, such as ERIC.

The field agent

The field agent is of great importance to the success of the system. He functions as an information processor and liaison between the resource materials and the users. The varied tasks he performs require that he be a highly trained and responsible individual. The dissemination system depends on the field agent's carrying out his various activities.

Negotiates or discusses user's needs

The first step is establishing initial contact with the user, finding out who he is, his function, location, telephone number, etc. Throughout the entire process of aiding a user, complete files should be kept by the field agent on all transactions and results. The files should be kept for reference in aiding future users. It will save a lot of work should another person want a similar product.

The field agent and user together must identify and describe the problem specifically. A vague idea of the problem will result in wasting much time searching for irrelevant information. A question to ask is "Can the problem be solved with information or products from the bank?"

It is also necessary to find out other information related to the problem, such as how many learners are involved, what skills they have, how they will use the product, and what facilities are available.

The field agent and user must establish a "contract" that sets down in specific terms the frame of referents, what the user can expect to receive, and when and in what form (a written report, multimedia material) he will receive it.

"Turn-around time" or the time elapsed between initial contact and delivery of the product, is an important factor to be established; it should not exceed two weeks. The field agent must work steadily to deliver the information in the shortest amount of time and at least to adhere to the date set in the contract. If he cannot get the needed information within that time, he should contact the user. Perhaps a lesser amount of information will do until more can be gathered.

Retrieves relevant information

The problem and the information needed must be set down in precise terms, including descriptive phrases to clue the searcher as to what information will be useful. This is to be done jointly so field agent and client have a common frame of referents.

To formulate searching strategies, the field agent must list the sources from which appropriate information can be sought. He then "enters" the resource bank, finding general information from indexes, abstracts and bibliographies, and more specifics from research reports, curriculum descriptions, and on-site contacts.

Transforms the information or products

After the initial gathering of information, the agent must screen it according to his preset criteria. He then organizes and synthesizes it in terms of solving the problem. The most effective and relevant information is what should be delivered to the user. And it should be arranged in the most useful form. At the simplest level this may mean merely packaging the information retrieved from the resource bank. For the user's benefit, a list should identify each piece of information in the package.

An experienced field agent may wish to offer the user a synthesized statement describing what is available and what progress is in the particular area--a "state of the art" statement.

Communicates information to user

In delivering the results, the field agent makes direct contact again with the user in person, by telephone, or letter to relay what information had been found. At this point the problem should be restated and the information package described in relation to a possible solution.

Evaluates continuously

After delivery, the user should evaluate the material as to its relevancy and efficiency as a follow up for the field agent. At any time confusion arises, the field agent should check back with the user and restate the problem. Re-contact will diminish as the relationship and understanding between agent and user increase.

ROLES IN THE SYSTEM

The "Resource System" also requires personnel other than the field agent in order to function smoothly. Because of the many different activities and the special training needed, each role needs to be critically examined and the most effective person assigned to it. The following is the minimum force that may be needed to maintain a "Resource System."

1. The *project director* can be a part-time individual who already works as a coordinator or director on the state level.

2. The *project manager* is in charge of the information bank and the in and out flow of information. He also coordinates the activities of the field agents and reports on the operation of the system to the project director.

3. The *editor/publisher* works with the project manager to bring new information into the system. Also, he disseminates and advertises for the project, publishes newsletters, and contacts people important to the program.

4. The *retrieval specialist* mans the information bank, knows where everything is and how to get information in and out. He would need a background in library skills to be efficient.

5. *Field agents* act as liaisons between the information bank, the program, and the users in the field.

6. *Clerical help* is necessary at all levels to complete the various clerical duties.

Dissemination Model: The Target Product System

The main difference between this kind of dissemination system and the "Resource System" is that here a specific product has already been chosen and the prospective users have been identified. Your task is in effect to "sell" a product to users and help them implement it. The problem now is getting the selected product out to the teachers who can use it.

FIVE COMPONENTS

The "Target Product System" concerns five major areas of activity: persuasion, delivery, adaptation, assistance in implementation, and evaluation. It assumes that certain tasks have already been completed, tasks such as searching for available products, choosing or developing materials on the basis of specific criteria, and having set the criteria according to known needs.

Persuasion

The persuasion component relates to our wanting to convince the teacher or coordinator to use and adopt our product. . .or at least to give it a fair trial.

Provide awareness information

At the awareness stage you send a minimum amount of information over and over again. It is not uncommon for commercial companies to count on sending awareness information three or four times to the same person before expecting to see a glimmer of interest. Often we as disseminators in education fail to distinguish between the buyer (decision maker) and the user (teacher). If you are aware of a difference, you should aim awareness information at the buyer, especially if the product is more complicated than most or requires a substantial outlay of funds. The buyer (decision maker) can be bypassed in at least two instances: (1) if the product is simple, easy, and inexpensive, and (2) if the buyer himself is recalcitrant but open to requests of teachers.

There are some simple techniques in distributing awareness information that will help raise interest.

1. Give a short, catchy name to a locally-developed product so that people can readily identify it (one very concrete reason for the overabundance of educational acronyms). Information awareness mailings should always carry the name of the product, prominently and frequently.

2. Make it easy for the prospective user to respond. He will be more likely to show interest if he is given an easy way to request more information or to contact someone. If using direct mail only, judge the amount of interest by response on the *third* distribution. You will usually be able to estimate the total response by the fifth day when about 50% of all responses will have been received. Even though after then the rate will slow down, there will be about the same number of responses after the fifth day.

3. Assure immediate appeal. Usually the decision on whether or not to pay attention is made within *seven seconds* after the user first sees your written awareness message. In ABE you might consider making obvious appeal to professional interest.

4. Use a postage stamp if possible since the letter is more likely to be opened than it would be with bulk rate stamp.

5. Get attention by hinting that the recipient is special.

6. Have someone of authority or respect endorse your product; for example, a letter of recommendation from a superintendent, state director, or familiar professional.

Offer more information

After the awareness stage when recipients have indicated a bit of interest in your product, you need to be prepared with some kind of more detailed information: a set of brochures, an informative filmstrip, or a small booklet. Provide descriptive information and relate the product to successes that have already occurred. Be sure to include some facts that appeal to the rational type of decision maker.

Personal contact is invaluable at this stage, either by telephone or visit. Know exactly what you want to say. It will help if you know the person and can compliment him on what successes he has already had. Realistically, not everyone can be contacted personally. In deciding whom to choose, identify those who may need the product most, not necessarily those within easy reach. Use the buyer/user dichotomy by contacting the decision maker and making it easy for him to say "yes." One helpful offer might be to do the busy work that may accompany distribution and/or training (like your mailing out information and announcements if he provides addresses).

Consider incentives

Persuasive arguments relating to money, status, and altruistic interests can be used to appeal to prospective users. Many teachers will be pleased if they are offered a way to follow the progress of the learners through easy informal assessment techniques. They will also feel self-satisfaction if they are praised for referring your product to another teacher. Balky superintendents and coordinators may be more amenable to your program or product if they are able to help in designing its dissemination or in planning orientation sessions. Then, be sure to mention to *his* superior what successes he has had and what he did that was particularly impressive or helpful. It will be to your advantage at this point to keep your own ego under control and to praise others for their part in the process. Your own status will come from telling your superiors of your success with someone who has a record of non-cooperation.

Other techniques of offering incentives and personal recognition include certificates for trying a product or attending a training session, awards, newspaper articles, associations with important people, receiving official roles or titles, and so on.

Delivery

Once you have a commitment, however hesitant, to try out an innovation, you are responsible for delivering according to agreement. It is extremely important to make sure you have the capacity to deliver before you send out information on a product. A long period of time between a show of interest and your delivery will work against your success. Generally, with good planning, copies will be available with no delay. If for some reason additional copies are scarce or prohibitive in price, consider a relay system in which one user sends to another (as is often the case with 16 mm films).

Try to minimize the use of intricate equipment and provide sophisticated machines if they are not readily available. If the format of the chosen product seems to be presenting delivery problems, consider repackaging it to allow trial use on an "installment basis." It is not necessary to demand a full commitment from a teacher before allowing her to try out a segment of the program or materials.

Adaptation

Frequently we forget that a product with a record of success in one situation may not necessarily be successful in another. Then, too, we underestimate the power of a user's desire to change, revamp, and mold materials to suit his style or the style of the learners. The more flexible your product is, the more likely it is to be adopted. Offering ways to adapt a product to local situations is an important part of the dissemination process. Adaptation may involve any one of the following activities: resequencing of objectives or content, adding content in same format as other, supplying missing components (such as teacher's guide, bibliography, assessment procedures), and personalizing content or techniques to give local identity.

Communication and implementation

Although we assume that intensive training is provided when needed, we often forget an equally important job--that of following up on the training. Assistance with implementation is probably one of the most important factors related to long-lasting adoption. Too often we assume that one- or two-day training is all that is necessary, that once a teacher leaves a workshop she will be able to successfully use the materials we have introduced her to. And too often we are wrong. Letting the user know that we are interested in his problems and successes can be achieved in any number of ways: a personal letter (with perhaps a response card), a telephone call, a follow-up meeting for all users in the area, a brief questionnaire, or a personal on-site visit. Even after you have seen evidence of successful implementation, such personal contact is essential for program or product maintenance. A user who encounters several problems however minor, and who has no ready assistance, is likely to lapse into his old familiar operating patterns. And the innovation is abandoned.

Evaluation

As with all systematic operations, some kind of assessment, either formal or informal, is standard. It is easiest and probably most helpful to have checkpoints all along the way. A running account of your progress and setbacks in disseminating a product will help you in the future, regardless of your degree of success at a particular point. Should you experience phenomenal success, with 90% of your target group using the materials, you can review characteristics and procedures that contributed to such success. Should you encounter misfortune and even failure (and this does happen occasionally in education!), an accurate record will be invaluable in your analyzing weaknesses in your approach.

Some specific techniques of assessment are mentioned in the next section.

Back from their discussions on two alternative models for a dissemination system, all participants together heard the entire team of consultants discuss informally several techniques of assessing dissemination efforts.

Evaluating Your Success

Follow-up and evaluation of any product and process, including a dissemination system itself, is necessary to upgrading efficiency and effectiveness. Each part of the system must be critically examined.

Adequacy of product in meeting needs

Internal analysis can be conducted by comparing the products with a prearranged set of criteria geared to showing the relevancy of each product to known needs. A logical check can be made to see if there is an adequate array of materials or if there have been numerous requests for materials and information not in stock, in which case the gaps can be filled.

Also, professional evaluation consultants and materials are available. The Eash evaluation form (see Appendix E for address) is a simple check list for questions in four categories: (1) statements and objectives, (2) organization of material, scope, and sequence, (3) instructional methodology, and (4) evaluation. It is the client who uses this type of evaluation form, which serves as feedback to the field agent/information bank or disseminator.

Then, too, a panel of clients and agents can be used to evaluate materials in terms of goals, effectiveness, cost, and adaptability. Guidelines for this type of evaluation have been developed by Michael Scriven (see Appendix E for address).

Evaluation data gathered from users can be synthesized into report form and distributed to other potential users.

Adequacy of linkage systems

To evaluate systems similar to the "Resource System," each step must be considered. It is necessary to correlate the number of requests received versus the number filled and the average cost expenditure per request. The turnaround time must be examined; too much time suggests retraining the staff or evaluating the relevancy and availability of materials in the bank. An assessment of materials by the client is also necessary.

Those systems similar to the "Target Product System" base evaluation on the percentage rate of return from interested teachers, the number of follow-up requests, the number of products delivered, the number of teachers using the product, and the cost in terms of dollars per successful contact.

Extent of use

After delivering products, you will want to analyze their actual implementation: how many products are being used and to what extent? This evaluation can take the form of gathering reports from the users, sending trained observers into the field, neglecting to send the entire product and making it necessary for the user to request the missing material, asking the learners if teachers are using the material, and examining returned materials for signs of wear. The success rate and percentage of the target audience that was reached will give a fair idea of the effectiveness of your dissemination efforts.

One word of caution: you must always keep in mind the fact that change takes place over a period of time. In any target group you will find early adopters, late adopters, in-between adopters, and non-adopters. As a disseminator, you may be too hard on yourself by measuring success in terms of absolute percentages. Instead, look at the long range effect over a period of time and report improvement, degree of change, case studies, and so on.

Planning A Dissemination System

You may find the following steps helpful in planning any type of dissemination system:

Define target

Define the target audience and distinguish the users from the decision makers.

This requires a thorough knowledge of the characteristics of the teachers (or other potential users) and of the political/administrative structure of the systems with which you will be involved. In analyzing the characteristics of the potential users, you may wish to consider information such as who in the target group may be an early adopter (and hence a leader and valuable assistant in your dissemination efforts), which potential users seem to be in greatest need of what information or products, geographical distribution, and so on.

Define goals

Define the outcomes and goals, both short term and long range.

This requires you and your planning group to project long-range goals, to look ahead three, five, or possibly more years, and to describe where you want to be at that time, what you will have accomplished. Then describe the intermediate and short-term objectives which will lead toward your overall goals. Eventually you will be charting a map that depicts your direction in small, manageable steps.

Analyze conditions

Analyze the conditions necessary to achieve the outcomes.

The term *conditions* here refers to the factors which affect our success as disseminators, those factors discussed in detail in the previous section called "What Makes It Catch On." In other words, you will need to look very carefully at the conditions which experience suggests should be present in order for you to disseminate something successfully.

Identify fulfilled conditions

Identify the conditions that are fulfilled.

Again, you will be using and expanding your familiarity with existing local and state (or region if you are a visionary) situations, with current relationships and rapport, with traditional incentive procedures, with established communication channels, etc.

Identify unfulfilled conditions

Identify the conditions that are *not* fulfilled.

This is merely a comparison of the conditions reviewed in the two previous steps. And realistically, the planning group may also decide which of the "ideal" conditions are indeed impractical or impossible to fulfill at this point. In other words some decision may need to be made as to where attention could be focused to greatest advantage.

Describe dissemination model

Describe the general model to be used.

Selecting or developing a model for your dissemination activities is important for a number of reasons. With a model you will be able to maintain a degree of control over the educational changes that are bound to take place. Implementing the model well may allow you to decrease the amount of time needed for innovations to catch on by making their dissemination more organized and efficient. Also, you will be able to predict consequences and outcomes, and to see at a glance where in the dissemination process you are at any given point in time.

Review tactics

Review alternative dissemination tactics and strategies.

This involves a brief review of all one-way and two-way communication tactics and their respective advantages and disadvantages.

Relate tactics to resources

Relate tactics to existing communication resources, and select and plan tactics.

Here you will be analyzing resources as they exist in your situation and selecting those which will be most effective in terms of numbers of people reached, cost, work required, etc. You will be laying out specific ways of putting users into contact with the product, of demonstrating ways to use materials, of training teachers and administrators. In choosing your strategies, keep in mind the characteristics of the target group which were analyzed before and build on them your appeal and methods of communicating (telling, demonstrating, involving, writing, etc.).

Assign tasks

Assign roles and functions to personnel.

By now you have a good idea of the various tasks and responsibilities involved in setting up a dissemination system. You also are familiar with the people available to perform various functions. At this stage you will be matching personnel with roles and responsibilities. Consider not only who performs a certain task, but who is responsible for seeing that the task is completed, and who provides a check on its quality or effectiveness.

Plan assessment

Specify a plan to assess dissemination efforts.

Build into your system ways to gather information at each step of the way. Elaborate research schemes are not necessary. Many kinds of informal documentation, feedback, and assessment will serve adequately to give a picture of strengths and weaknesses.

On two occasions during the workshop, participants split up into state groups and worked on applying concepts and ideas which had been presented.

At the first work session each group analyzed the "marketing" situation in its own state, comparing opportunities and limitations as they exist with conditions recognized as ideal for good dissemination. This essentially required their applying Hutchins' "discrepancy" format to a familiar situation.

Workshop Results

Analysis of discrepancies between ideal and real conditions for successful dissemination

These factors affecting dissemination were analyzed by each state group:

- information factors
- values
- incentives, personal and institutional
- commitment
- product accessibility
- product form
- product format
- cost
- staff
- time
- maintenance support
- facilities

Several of these factors are more easily discussed when a particular product has been chosen or after an attempt has been made to disseminate something on a statewide basis. This analysis process was easier for those speaking from experience than for those who were limited to speculation.

Among those factors causing the most concern were incentives, availability of product, and maintenance support.

Across the region few incentives were recognized for teachers of adults in state- and locally-supported programs. Everyone knows well that the present systems of remuneration and recognition offer little reward to the teacher in terms of money, status, and prestige. Perhaps personal, internalized incentives are our strength; appeals for trying and adopting new products have been made along the lines of altruistic and personal interests.

At times the problem of not having on hand enough copies of a product restricted dissemination efforts for a number of reasons: limited funds, limited printing capabilities, hesitancy to allocate local funds until product proved suitable, and so on.

The need for more follow-up and trouble-shooting during the implementation stage was often mentioned. Realizing that such maintenance effort was a

One of the objectives of this project year is that each state will have by June a written dissemination plan to complement its existing staff development plan.

At the second work session the state groups reviewed suggestions made previously for a working outline of such a plan. (See "Planning a Dissemination System.")

Each group then sketched a general outline for a state dissemination plan that would serve as a framework for discussion by the state project planning committee at its next meeting.

The three- or four-member teams participating in this workshop were to assimilate new ideas presented here, select those which might be helpful to their situations, and relay them to their state planning committees. It was hoped that new ideas picked up during these three days would find their way into state dissemination plans and activities.

necessity seemed the biggest hurdle; making staff available was secondary. All states have disseminating personnel in direct contact with teachers--state area supervisors and consultants, university faculty, graduate assistants. All of these could offer support to teachers while they are struggling with problems of implementation.

Outline of a dissemination plan

All groups worked on an outline for a state plan, either reviewing one already in its formative state or beginning to develop one from experience and workshop input. Tentatively, three states leaned toward the resource center/field agent model; five planned along the lines of the target product system. Most of these five had specific products in mind for dissemination. Some products were self-developed; others were chosen and adapted from an array of available products.

Outlines based on the resource center system all varied in their approaches to housing of information and procedures for retrieval. In one instance the universities affiliated with the project were designated as the logical repositories for resource information, along with a statewide information storage/retrieval system, and state department materials banks. In another the established state regional office would serve as the resource center, drawing on input from the state department, local programs, and project universities. The third plan called ideally for developing completely new centers in each of four regions of the state but mentioned the possibility of utilizing university programs for this purpose.

The role of field agent would be assigned to positions already existing in the states' dissemination networks: regional technical consultant, area supervisors, state consultants, and possibly in limited instances, local directors.

All plans defined the target audience most often as all ABE teachers in the state. This group was sometimes broken down into rural/urban and full-time/part-time categories. One state, comprehensive in planning, named a number of other groups as potential target groups: ABE supervisors, related educators such as those in manpower programs and corrections, advisory committees, and higher education faculties and graduate assistants.

At this point most groups left philosophical statements to be completed later on. This included problem areas where more input perhaps was required than that of the working teams--areas such as definition of outcomes (long-range by year), detailed analysis of optimum conditions and those existing in the state, and so on. Two states, however, were able to project general outcomes through 1975. These included completing a product development cycle, establishing certain credit courses, and building membership in professional associations.

Delivery techniques recognized the established lines of communication and standard procedures--inservice workshops, state newsletters, credit courses, learning centers, ETV, personal on-site visits, direct mail. Some plans recommended the establishment of regional resource centers, probably housed at the participating universities.

Most working teams deferred the assignment of dissemination tasks to the state planning committee as a whole, realizing that this step in the development of a plan needed the thoughts and backing of the entire group.

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APPENDIX A

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APPENDIX B

SEQUENCE OF TOPICS AT WORKSHOP

1. Principles of communication
   a. Establish frame of referents
   b. Confirm each one's understanding of referents
   c. Use non-verbal clues as well as verbal

2. Exchange of information on activities

3. Conditions that must exist if target users are to adopt/adapt materials
   a. Information on product
   b. Values
   c. Incentives (individual, institutional, legal, political, economic)
   d. Commitment
   e. Access
   f. Form and its acceptability
   g. Format and its desirability
   h. Money
   i. Staff
   j. Time for training
   k. Maintenance support
   l. Facilities

4. Tactics of communication/dissemination (one-way, two-way)

5. Existing models for dissemination
   a. Resource model: resource banks/field agent concept
   b. Target product model: persuasion after product is selected

6. Microteaching as one model for training

7. Evaluating dissemination efforts
   a. Internal
   b. Outside observers, using criteria (two models given for this)
   c. Steady collection of information from user (more surreptitious)

8. Characteristics of state plans for dissemination
   a. Define target audience, distinguishing users vs. decision-makers
   b. Define anticipated outcomes (by year if possible)
   c. Analyze conditions necessary to achieve outcomes
   d. Identify conditions that are already fulfilled
   e. Identify conditions that are not already fulfilled
   f. Describe general model to be used for dissemination, defining components
   g. Review dissemination tactics/strategies
   h. Relate tactics to existing resources, select and plan tactics
   i. Assign roles and functions to personnel by name/position
   j. Summarize plan to evaluate dissemination system

PARTICIPANTS' RESPONSES TO PRE-WORKSHOP QUESTIONNAIRE

APPENDIX C

28 Responses

Scoring system: 2 points- item of greatest interest
1 point - item of some interest
0 point - item of no interest

I General area in which you have the greatest need of help.

40 1. Planning and selecting strategies and techniques for dissemination.

37 2. Evaluating the effectiveness of dissemination efforts.

34 3. Setting criteria for selecting and evaluating and processing.

31 4. Providing follow-up support, training, etc.

30 5. Determining needs (market research techniques).

30 6. Locating promising products and processes.

29 7. Learning how to use strategies and techniques selected.

23 8. Problems related to securing a product--getting permissions, royalties, copyrights, purchasing, etc.

23 9. Matching product with users.

19 10. Identifying intended users (market analysis techniques including segmentation).

19 11. Mechanics of distributing the product--reproduction, printing, mailing, handling.

16 12. Project management--how to staff, organize, budget, etc.

II What phases of the dissemination/utilization process pose the greatest difficulty?

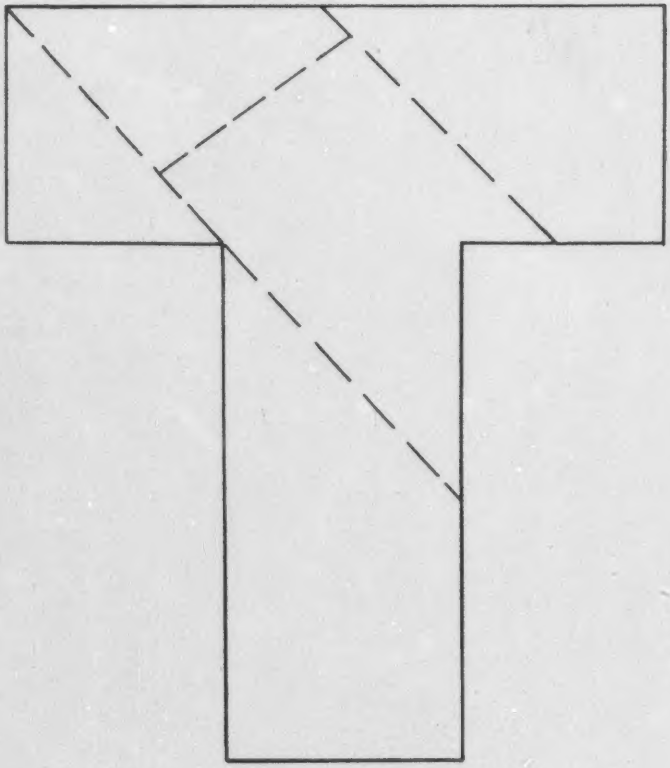
32 1. Providing the training and skill development required to use a product or program.
31 2. Getting people aware that we even exist and have something to offer.
29 3. Getting them "turned on" to what is offered.
27 4. Getting the teachers and support staff who will use the innovation selected to accept it.
26 5. Getting the decision makers to adopt or select an innovation.
24 6. Explaining the detail of what's available and how it can be used locally.
23 7. Maintaining interest in a product once it had been installed.

III What particular media or modes of action interest you most?

43 1. Sponsoring training workshops in use of innovative products.
31 2. Sponsoring or training "change agents."
28 3. Establishment and use of linkage arrangements with educational agencies.
24 4. Other innovative approaches--telephone surveys, incentive programs, etc.
23 5. Use of mass media--radio, television, newspapers.
19 6. Use of newsletters, brochures, etc.
18 7. Use of educational media--instructional television, CCTV, etc.
17 8. Use of written reports, evaluation documents, technical manuals.
16 9. Use of direct mail techniques.
15 10. Use of commercial publisher services.
15 11. Setting up resource banks.
9 12. Use of managing consultants.

T-PUZZLE

APPENDIX D



The puzzle should be made from stiff cardboard and cut along the dotted lines. The various pieces can be different colors, and the colors in matching sets (one for client, one counselor) need *not* be the same.

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APPENDIX E

Havelock, Ronald. *Planning for Innovation.* Ann Arbor: University of Michigan, Institute for Social Research, 1971.

Rogers, Everett M. and Shoemaker, F. Floyd. *Communication of Innovations.* New York: The Free Press, 1971.

GENERAL INFORMATION SOURCES

Information Office - CEDAR
Council for Educational Development
and Research, Inc.
775 Lincoln Tower
1860 Lincoln Street
Denver, Colorado 80203

Clearinghouse in Career Education (VTAE)
Northern Illinois University
Dekalb, Illinois

Far West Laboratory for Educational
Research and Development
1855 Folsom Street
San Francisco, California 94103

New Innovations in Education
Stock number 595
Superintendent of Public Documents
Washington, D.C. 20202

PRODUCT EVALUATION MODELS

Educational Product Report
Volume II, number 5, February, 1969
Educational Product Information Exchange (EPIE)
463 West Street
New York City, New York 10014

Eash's model

Selection of Exemplary Products
W. W. Walton and others, April, 1973
Educational Testing Service
Princeton, New Jersey

Scriven's model

APPENDIX F

Information catalogues available from Far West Laboratory, 1855 Folsom Street, San Francisco, CA 94103

"ALERT Sourcebook of Elementary Curricula, Programs and Projects," September, 1973

Configurations of Change: The Integration of Mildly Handicapped Children into the Regular Classroom, N. Kreinbert and S. Chow

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Discussing Controversial Issues, D. Gall, R. Weatherby, R. Elder, and M. Lai

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Inservice Teacher Training in the Use of the Responsive Program, G. Nimnicht

"Minicourses Work"

"Parent/Child Toy Lending Library"

"Parents and Children Learning Together"

Promoting Change in Schools: A Diffusion Casebook, B. Turnbull, L. Thorn, and C. Hutchins